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ABSTRACT

A packet of materials designed for an inservice course for teachers of reading in another language translates the theory of second-language reading and the insights gained through a simulated activity into a practical plan for classroom teachers. The five-step plan represents an instructional framework providing the student with opportunities to develop essential reading skills. The five steps include: prereading or preparation, skimming and/or scanning, intensive reading/decoding, comprehension check/evaluation, and transferable or integrating skills. The continuum of activities requires the student to think about context, retrieve relevant world knowledge, use prior language skills, solve for unknown meanings, and build effective strategies for future readings. (Author/MSE)

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Forward

This packet will translate the theory of second-language reading and the insights gained through the simulated activity into a practical plan for classroom teachers. The 5-step plan represents an instructional framework that provides the student with opportunities to develop the reading skills identified as essential in the theoretical overview and simulation. The continuum of activities require the student to think about context, to retrieve relevant world knowledge, to use prior language skills, to solve for unknown meanings, and to build effective strategies for future readings.

This plan is intended as a guide but not one set in stone. Encourage workshop participants to make it fit their needs; by having the underlying theory, they should be able to adapt and vary effectively.

Sample materials are also included which demonstrate how foreign language teachers applied this procedure to a reading passage in: Chinese, English as a Second Language, French, German, Japanese, Russian, and Thai. While these materials exemplify the reading plan proposed, materials writers were encouraged to adapt the process as they deemed appropriate. These materials may be referenced at appropriate points during the workshop or at the conclusion.

A Five-Stage Plan for Second-Language Reading Instruction

(To The Workshop Leader)

[MATERIALS] Handout #2-A can be made into a transparency to accompany the presentation of the 5 stages. As you present each stage and some examples, you might refer teachers to specific examples of those activities in the sample materials.

Each stage will be presented with a rationale plus numerous examples. The examples here illustrate activity types but do not include complete passages. The materials packets are meant for that function. Feel free to copy the entire sample packet in participants' languages. You may also want to copy segments to demonstrate specific stages.

The five stages are:

I. Prereading or Preparation Stage

II. Skimming and/or Scanning Stage

III. Intensive Reading/Decoding Stage

IV. Comprehension Check/Evaluation Stage

V. Transferable or Integrating Skill Stage

I. Prereading or Preparation Stage

[DEFINE] Remind participants that the successful reader has to <u>bring information to the text</u>; we want to assure that the student is primed for that task. Elementary school teachers often conduct readiness activities, and this stage can be very effective for foreign language students, too. This activity directs students' thinking so that their powers of prediction and anticipation are at their height.

The <u>purpose</u> of the prereading activity is either to bring language that will be pertinent to the students'

attention or to alert students to information already in their heads so as to heighten their ability to predict and anticipate effectively.

[ACTIVITY TYPES]

Classroom activities to carry out the purpose of this stage include:

[OPTION: Sample materials provide many examples; if desired, develop some of these in more detail on transparency]

1. Brainstorming.

(Example A.) Students generate foreign language phrases to tell how they spend Saturday evenings (go to a movie, watch a football game, eat out, drive around...). They are then led into the text, called "Saturday night", which describes how young people in the target culture spend their time. Many similar phrases will appear in the reading.

(Example B.) Students are told they will read a newspaper article for which the headline contains the word "airplane." They are asked to guess what type of event the story might describe. The teacher lists those phrases on the board in the target language (e.g., a hijacking, a crash, an explosion, a new model plane, a missing plane). They move into the article to see if the actual topic is one they have anticipated.

[INTERACTION]

(See if the audience can share any brainstorming activities they have used in conjunction with a reading lesson.)

2. Using visuals to establish content.

Many readings, whether in authentic or edited versions, are accompanied by illustrations, charts,

or maps. In real life we often look at these before going into the text. By exploiting relevant visual information prior to the text teachers will further enhance context and build support for facts conveyed by the text.

(Example A.) Students look at a map of the country described in a text. They locate key places, directions, make observations about shape. When they later study the reading they can look for supporting statements. (Example in Japanese materials of map and vocabulary.)

(Example B.) Students look at a photo of the T.G.V. (train à grande vitesse), the French bullet train, and give their impressions. (It looks new, modern, fast; it is probably comfortable; it is more like a plane than a train.). They they read the narrative and find statements supporting their impressions.

(See if the audience has another example.)

3. Predicting.

Use a story title, headline, first sentence to develop powers of anticipation prediction. (Example A.) Students read the title, Le Charlatan and are asked whether they expect the first line to be (in English)

"Dr. Bernard has very few patients."
a lot of patients.
too many patients.

They give reasons for their choices, and the teacher can make sure the meaning of the cognate "charlatan" is known. Then the correct answer is seen as the story is read.

(Example B.) This first sentence is given to the students: "Once upon a time, on a strange planet, there was a little black girl by the name of Bayangumay." Ask if they expect to read a fable, a fairy tale, a science fiction story, a novel? (From A Woman Named Solitude, André Schwarz-Bart)

4. Language Preparation.

Sometimes students may need to learn vocabulary items or be exposed to special structures before reading. These should be previewed particularly when they are crucial to content, they cannot be readily guessed at from context, or they further the readibility of the material.

Structures not yet mastered productively may appear in a reading, and students can be alerted to recognize and interpret them without active drill. (Example A.) A sports article contains some vocabulary for equipment students have not studied. Teach new vocabulary with visuals so undue decoding does not occur during reading.

(Example B.) Students have studied preterite or passé composé in Spanish/French but not imperfect. The latter occurs several times in the reading selection. Alert students to recognize it as "another" past tense.

Summary.

All of these prereading activities are meant to assure that those skills and strategies which successful native-language readers bring to the printed page are employed as much as is possible by second-language readers as well. These activities are usually short, aimed at getting students to think along lines relevant to the meaning of the reading, and can be done in English or the foreign language as required.

[OPTION: You may want to have participants look at prereading examples in sample materials packet here]

II. Skimming and/or Scanning Stage

Once students are thinking in a direction that draws from their experiences and enhances their powers of anticipation, they are primed for the passage itself. In order to sustain activity at the global level, not the word-specific one, teachers want to encourage a "read through," a "once over" of the material. Skimming and scanning exercises serve as devices to assure that students do follow a top-down approach to comprehension.

[DEFINE]

Definitions: Skimming and scanning can be considered together, for in practice they occur almost simultaneously. Generally skimming refers to getting the gist, and scanning involves locating specific information. The eyes of the reader during a skimming exercise move over the whole passage and by the end the reader can summarize, or get the gist,

to show the overall meaning. The scanner's eyes move in a darting fashion from one point of information to another, stopping long enough to find responses to previously determined questions.

The actual choice of a skimming/scanning activity depends upon the content and purpose of the reading passage. In preparing the exercise, the teacher might pose the question, "What is the main point or points? How can I verify that it has been understood?"

[ACTIVITY TYPES]

Exercise types: During skimming/scanning exercises students might be asked to:

1) report back the gist of a short reading, paragraph, or piece of realia. (What is the text about? People, places, problems, events?)
2) identify topic sentences on key ideas
3) select from a list the best paraphrase of the main idea or conclusion
4) match subtitles or headings with paragraphs
5) fill in charts or forms with key information
6) match characters with traits or events
7) create a title or headline for a passage or interpret one that exists
8) make a judgment, render a conclusion, or react to the passage in general

Skimming/scanning exercises are most effective when directed by the teacher in the classroom. In this way, the feedback is immediate, and time is under teacher control. Student must be led to skim the whole passage without stopping to decode a word or worry over a phrase or idea.

Skimming activities: The skimming exercise, by putting in place global decisions about the text will promote the contextual guessing needed for more detailed comprehension later.

(Example A.) Students are to skim four short narratives in which young people describe their weekend activities. On the basis of first impressions they mark a "+" next to the name if that person appeals to them, an "X" if they react negatively to that person and an "O" if they feel neutral. This will charge the reader with skimming for an overall reaction in a timed format. Rightness or wrongness is not an issue; the exercise is meant to force eyes over the text a first time.

(Example B.) Students are given a series of short news articles with three possible headlines for each. They are asked to read as quickly as they can and choose the most appropriate headline.

(Example C.) An alternative with news or magazine articles has students skim the lead paragraph and decide in which section of the index or table of contents the article belongs, such as national news, life style, sports.

(Example D.) Students select the correct choice for a concluding statement about a passage. They may decide the ending was a) funny b) sad c) ironic d) surprising.

(Example E.) Students receive a set of menus. They are given a reference list with food specialities (seafood, vegetarian, French, Chinese, home cooking) and price ranges (expensive, moderate, inexpensive). In a limited amount of

time they skim the menus and classify the restaurant according to food speciality and price category.

[DEFINE] Scanning goes a step beyond and requires readers to locate more specific detail, i.e., additional amounts of comprehension, more facts. Exercises can be designed for a specific reading, or they can be used for a general category of reading materials.

[ACTIVITY TYPES] Scanning activities:

(Example A.) Students are told the following article contains: (a) an amount of money, (b) a date, (c) the name of a city, (d) a person's profession, and (e) the name for a criminal offense. They are to read and provide that information.

(Example B.) Students are given the names of the four characters in the reading passages. For each they are to provide nationality, age, occupation, future plans, and one adjective trait.

(Example C.) Students are given a series of phrases which describe actions in the text but they are presented in random order. Readers reorder the phrases to reflect sequence of occurrence.

Examples for categories of material or realia:

(Example D.) Students are given TV program sections from magazines or newspapers. They may work in pairs or individually with many different selections. They are to give the day, time, and channel for: (a) an American film, (b) a classical concert, (c) a sports event, (d) a documentary, (e) a variety show.

(Example E.) Students scan employment ads or ads for career schools. For several of their choices they list the occupation, training needed, other qualifications, salary offered or average salary, benefits of the job, and advancement potential.

(Example F.) For readings which are encyclopedic in nature or with tourist publicity, students list information for a particular country. (Texts often contain selections with this type of content.) They are to locate data on: capital, climate, population, language, key products, geography, form of government, etc.

(Example G.) With journalistic style materials, simply ask students to fill in a Who? Where? When? What? How? questionnaire with No Information Given option included.

[ANTICIPATED QUESTION] (Optional) If questions arise on the use of English or the target language, you might want to address the issues. Some considerations:

1) In many "learning to read" courses, much of the skimming/scanning activity may have to be carried out in native language, for the foreign language needed to direct the process may be more complex than the students' ability to comprehend. Yet they may be able to read at a higher level than oral work permits and should not be limited to their level of speech.

2) It is the teacher's decision to determine the amount of English that is required, and while target language is preferable where feasible,

native language should not be artifically precluded.

3) In some cases, use of the target language allows for manipulation and recycling of language that may mask true comprehension to a degree.

Summary: Stages I and II

In the classroom, these two stages will take place rather quickly. Indeed more time is spent in design of the activities than in implementation. For lesson planning, teachers may want to conduct these stages toward the end of a session. Students are thereby adequately introduced to the content and strategies for dealing with it before being sent home with a more concentrated reading assignment. This also breaks the reading into several parts which avoids tedium and allows for variety in language activities.

[OPTION: Look at examples in materials packet for these stages]

III. Intensive Reading/Decoding Stage

At this stage, the assignment of meaning in a more detailed fashion becomes the main task. The "top down" reading process now centers upon the content of the passage and the subsets of language needed to insure comprehension.

[DEFINE]

Intensive reading refers to understanding the message to the degree determined appropriate by the teacher in the class or by the student in a liberated reading situation. Intensive reading is also often carried out so the reader learns more language from the reading experience itself.

These learning goals are interdependent, and include "reading to learn" and "learning to read" purposes. Both are at work here, as the teacher seeks to have comprehension occur even as the students acquire new examples of vocabulary, phrases, and structures. Decoding strategies requiring an in-depth analysis of subsets of language may need to be addressed at this stage. Good preparation should minimize time spent in this type of activity.

There are several options for conducting the intensive reading and decoding activities. Guidelines for this stage should address the following issues:

- attention to the individuality of what students understand and how they arrive at that understanding (Recall the diverse ways in which meaning was achieved by participants during the simulation with Clockwork Orange.)
- language elements the teacher identifies as being important and chooses to highlight via the reading

- language problems students identify for themselves and for which teachers can provide paths for resolving
- promotion of efficient contextual guessing strategies
- realization that decoding is never a goal but a measure taken when comprehension breaks down

Some general delivery formats for this stage include:

[ACTIVITY TYPES]

1) Teacher-led but free-flowing discussion of problems, solutions, cues, guesses (as done with The Clockwork Orange simulation)
2) Worksheets/study guides
3) Glosses created for individual classes based upon teacher insights into level of students
4) Open-ended questions from the text

Examples:

1) Discussion

The teacher zeros in on certain words and phrases and elicits student responses for the meanings. Students share answers, tell how they guessed, ask questions. The teacher guides the discussion by alerting them to new forms of familiar words, (studious ← study); definitions within the discourse (starlet = 15-year old high school girl); classification cues (e.g., a piece of clothing); synonyms or antonyms, and the like.

Students are also encouraged to ask about their individual problems or questions.

The exercise should be done in an atmosphere of thinking aloud and not as a right/wrong test or drill. Effective strategies should be highlighted so students develop process skills.

2) Worksheets/study guides

Students read a passage for homework (after having done the prereading, skimming activities in class) and complete a worksheet. The reading is about how Chantal spends her weekends.

1) List all cognates that you see here for the first time.

2) Nommez 5 projets que Chantal aime:
(Name 5 things Chantal likes to do)

_____

3) Quel genre de film aime-t-elle?
(What kind of film does she like?)

_____

4) Quel genre de musique aime-t-elle?
(What kind of music does she like?)

_____

5) Donnez 3 adjectifs qui décrivent Chantal
(Give 3 adjectives that describe Chantal)
(your opinion): _____

_____

6) Donnez le contraire de rarement ≠
(Give the opposite of rarely)

_____

7) et de fauché ≠ _____
(broke)

3) Glosses

The teacher provides glosses that trigger the students' ability to guess and that are based upon the teacher's perception of the passage's readability and previous study of language material it contains. Standard glosses at beginning/intermediate levels are English equivalents. These would emphasize guessing strategies where possible. Some examples:

New Word	Gloss
sarcasme	think cognate
épouse	é in French = s in English
éteint	TV was on; father did what to it?
s'est mis à	= commencer à

4) Open-ended questions

Many of the manipulative questions in a text serve to focus attention on the meanings of words or phrases in the passage. They are of better use as an intensive reading device than as a comprehension measure.

Examples:

1) What did the student repeat while he was in bed?
2) Why was this exam so important?
3) What appeared in his room?
4) Who was that person?
5) Why did it visit the boy?
6) What kind of student was he?

IV. Comprehension Check/Evaluation Stage

Several factors influence the format of the evaluation:

[DEFINE]

-- formal or informal measure, that is a test or a classroom exercise

-- open or closed book, the former being most realistic, the latter introducing the role of memory

-- mode of presentation of items, for when items require spoken or written responses, they may interfere with an accurate measure of comprehension alone

-- range of linguistic and process strategies to be tested, that is, determining whether an item tests knowledge of a word, interpretation of a grammatical concept, global understanding, or reading between the lines, and the desired balance on a given test.

Testing formats suitable for measuring comprehension and their advantages include:

[TEST ITEM TYPES]

1) Forced choice such as True/False (+ No Information, Multiple Choice, Completions with choices for each slot. Advantages are: Additional reading practice, easily graded (including machine-scoring), opportunities for rephrasing, precise identification or source of error, computer compatible, useful for most passages.

2) Matching exercises, Completions with choices for the whole passage, Fill-in charts, Cloze procedures or variations (e.g., choices), Summaries (in native or target language).

Advantages: Check global comprehension, integrated measure, less guessing, provides variety for student.

Disadvantages: Limited to passages with certain content parameters, mixes comprehension and production and therefore the question of grading versus correcting (grade for comprehension, correct for accuracy).

[Define "Cloze" if an unfamiliar term for your audience]

> Cloze-type tests are those in which words are omitted from a paragraph (or more) length selection. In its purest form, omissions are made at every 7th (or 5th) word. It is considered to be an integrative test of global comprehension for it requires knowledge of vocabulary, grammar, syntax, reading, etc. Modified-cloze includes selecting words for omission, providing choices for the blanks, and other variations.

Examples of many of these formats are found in the sample materials. A quick review of item types may be given, if participants have questions.

True/False/No Information:

a. Discovery is a Russian satellite. T / F / NI

Multiple-Choice:

b. Alan lived A) in a village B) in a city
C) in the suburbs D) on a farm

Completions with choices per item:

c. It was a sunny/snowy day.

Matching:

d. Match the characters and the things they liked to do:

1. Jean-Pierre	a. listen to jazz records
2. Chantal	b. go to the beach

Completions with choices for the passage:

e. 1. It was a quiet _____. asleep

2. The family was _____. strange

3. Suddenly, there was a morning

_____ noise.

Fill-in charts:

f. Read the news article about five world leaders. The chart gives one piece of information about each. Complete the chart with information you gather from the reading. If information is not given in the reading, place an "X" on that line.

Name	Nationality	Occupation	Age	Role/Action
1. _____	_____	Vice-President	___	_____
2. _____	French	_____	___	_____
3. _____	_____	_____	78	_____
4. Margaret Thatcher	_____	_____	___	_____
5. _____	_____	_____	___	Walked out

Cloze with choices:

g. Jean-Pierre liked to _____ football, but his _____ Isabelle preferred a good _____. When they got together on _____, it was sometimes _____ to decide what to _____.

Options: do / friend / hard / play / watch / weekends

(There are many other formats for Modified Cloze.)

Summaries:

h. Write a 8 to 10 sentence summary of the story being sure to include main ideas and at least 3 supporting details.

Summary.

The key to accurate comprehension assessment is assuring that we know whether the student understood what was read or not. Productive answers (speaking or writing) have the disadvantage of focusing student concern, as well as our own, on the accuracy of the pronunciation, spelling, and other linguistic forms. A "blank" does not indicate whether the reader did not understand or whether he/she could not speak or write. Furthermore, reading can often occur at levels higher than that of the student's ability to speak or write; if measurement takes place by way of a weaker skill, it becomes limited to trivial items.

[OPTION: Look at examples in materials packet for these stages]

V. Transferable or Integrating Skill Stage

This stage is the key to the reader's future.

[DEFINE] Transferable skills refer to those which make the student a better reader, those which carry over into other reading selections. (These are one directional as illustrated on the handout, from the reading.) Consequently they focus on effective strategies for dealing with the foreign language and with successful cognitive practices. Integrative skills refer to taking language and ideas from the reading and using them to speak, to listen, to write or to read more. (These go back and forth with one skill interacting with another.) As a final stage to reading lessons one or both of these may be designed.

Transferable skill activities: The content of the passage helps the teacher identify a language or process pattern that can provide practice beyond the reading.

[ACTIVITY TYPES] Language-centered activities include:

(Example A.) Cognate pattern recognition

In French, students practice new meanings by converting the "é" at the beginning of a word into "s" in English: école, étudiant, épouse. In Spanish that "i/udad" gives "y" in English: ciudad, seguridad.

(Example B.) Effect of prefixes and suffixes

Story used terms polite/impolite so an exercise is developed to show the force of this prefix:

1) That text is impossible to pass;
   it is not _____ to pass.
2) In my country, that dress is immodest;
   it is not _____ to dress like that.

(Example C.) Word families

In English action words add "-er" to designate the doer of the action: dance / dancer; play / player; box / boxer.

(Example D.) Interpreting grammatical signals (e.g., pronoun referents, tense markers)

Students read through a passage to find verbs indicating future. They also state whether they found other cues to the future such as adverbs of time. This develops an awareness of when verb alone gives the time cue.

(Example E.) Discourse features which clue contrast, equality, inferences, and the like.

Students are given sentences in which they identify the underlined words as meaning the same or the opposite: He was very rich, not at all poor as he looked. He was very rich from an old wealthy family.

Activities for building effective reading strategies:

These activities are based on diagnosis of poor reading strategies by students.

(Example A.) Contextual guessing exercises for those who do not seem to be sensible guessers. Students are given some new words in context and have to guess at them. The primary goal is the guessing strategy and not learning the new words. Examples with nonsense words: Our new dog "plucketed" all night and kept us awake. The neighbors called and "frimpered" about it.

(Example B.) Sets of skimming/scanning exercises for the student who resorts to decoding too quickly.

(Example C.) Dictionary practice.

(Example D.) Inferencing practice.

What is the implication?

1) We no longer live in Chicago.

2) This car has never broken down before.

3) We thought his disease had been cured.

Integrative skills activities may involve the other skills or further reading material.

For example:

-- Rewriting the narrative as a dialogue.

-- Acting out the story.

-- Changing the ending.

-- Discussing or debating an issue raised.

-- Presenting a two-minute news broadcast based upon an article.

-- Researching a place or event mentioned in the passage.

-- Giving your own opinion of a topic in speech or writing.

Each passage has particular follow-up possibilities based upon its content and the level of students. Also have participants note ideas for other follow-up activities based on the sample materials.

ADDITIONAL INFORMATION

I. Uses of Sample Materials

A. The workshop leader should decide which packets to copy and distribute to participants. Some guidelines are:

-- the language/s taught by participants

-- language taught plus ESL Beginning or Advanced (especially for those teaching higher levels of foreign language)

-- language taught plus an additional language where the participant has some familiarity

B. One may refer to the sample materials during the presentation after each stage or several stages as noted in the packet. Or, especially in a longer workshop, you may choose to present the 5-steps and then take time to study the applications in more detail by discussing choices writers made and creating alternatives for the stages based on the sample passage.

II. Hands-on practice

In a course or longer workshop where follow-up is possible, participants can be asked to create a packet of their own. This is effective when done by pairs of teachers or by individuals. Have them select a passage (or give them one in their language) and have them design the 5 components as they would for one of their classes. Finished products can be shared in informal discussion or duplicated where practical.

III. The videotape demonstration

The videotape is of 28 minutes duration. It might be shown in excerpts after the presentation of several stages, or it may be shown in its entirety at the end. Copies of materials used by students are included with the packet should you find it useful to distribute.

IV. Time suggestions

The workshop may be done in a 90 minute minimum to a 3 or 4 day format depending upon the depth of explanation and audience participation.

90 minute session

Introductory Packet: brief overview of definitions and one passage of Clockwork (20 minutes)

Applications Packet: brief overview of 5 stages and a few examples of each (50 minutes)

Sample Materials: Distribute and have audience identify the relationship of activity demonstrated to the theory proposed (20 minutes)

One-half day workshop (3 hours)

Introductory Packet: (45 minutes)

Applications Packet: (1 hour 30 minutes)

Videotape Viewing: (30 minutes)

Wrap-up, questions, comments: (10 minutes)

Sample materials for home study.

Full-day workshop (5 hours)

Introductory Packet: (50 minutes)

Applications Packet: (1 hour 40 minutes)

Sample materials/small group study and discussion: (30 minutes)

Videotape Viewing (suggest seeing in segments) plus discussion: (45 minutes)

Hands-on Practice: (30 minutes)

Sharing Results: (30 minutes)

Wrap-up, questions, comments: (15 minutes)

Longer term workshop or class

Introduction can include some selected readings from bibliography for discussion.

Applications packet can be split into 5 stages with extensive explanation and examples of activities for stages. Groups can be given a series of reading passages at various levels including both text-related and outside sources. They can work through samples in much more detail. Each stage can easily warrant anywhere from a class period to a one to two hour inservice meeting.

Sample materials can be used as redesign projects where participants change or add to the samples.

A READING PLAN

I. PREREADING OR PREPARATION STAGE

Brainstorming
- Important context?
- Cultural concept?

Anticipation/Prediction Activities
- New vocabulary?
- New structures?

II. SKIMMING AND/OR SCANNING STAGE

- ✔getting the gist or overview
- ✔check on general comprehension
- ✔native or target language
- ✔leads reader through the whole text
- ✔locate information
- ✔fact finding
- ✔focus

III. INTENSIVE READING/DECODING STAGE

- *discussion questions
- *student worksheet
- *printed glosses
- *open-ended questions from text
- *identify new words/language to be learned from the text

IV. COMPREHENSION CHECK/EVALUATION STAGE

- -True/False
- -Multiple-Choice
- -Completion
- -Matching
- -Cloze
- -Listing information or events
- -Scrambled sentences
- -Summary

V. TRANSFERABLE OR INTEGRATING SKILL STAGE

- → Beyond the reading
- → Word patterns { cognates / root words }
- → Interpreting grammar patterns
- → Seeing synonyms, antonyms, categories, definitions
- → Contextual guessing to hypothesize, confirm-predict

- ↔ Point of departure for speaking, writing activities
- ↔ Lead into related readings
- ↔ Lead into related listening activities